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School training and vocational services were combined into a program designed to demonstrate that educable mentally retarded students could develop well rounded working habits that would mutually benefit them and the community. On-the-job training was used as a demonstration of the practical use of academic, social, and vocational skills learned in the classroom. Classroom work was individualized to the work experience of the student in order to develop skills and attitudes necessary for a successful employment, good citizenship, and worthwhile use of leisure time. Work experience programs 1 to 2 hours of each school day were provided within the public school setting for students below the age of 16. Upon reaching the age of 16 students were placed in the community and worked from 3 to 4 hours per day. Findings indicate that the I.Q. score by itself was inadequate as an indicator of job capabilities. The performance area of the psychological examination proved to be more reliable in this respect than did the verbal area in the overall I.Q. score. During the 3-years of operation, job placement was accomplished for 12, 18, and 19 students respectively. Information on types of occupations and project dropouts is appended. (CH)

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FINAL REPORT - JANUARY 1968
VOCATIONAL REHABILITATION ADMINISTRATION
PROJECT NUMBER RD-1761-D-67-C2

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PROGRAM,

Educable Mentally Retarded,

Final
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SCHOOL DISTRICT No. 25,
Pocatello, Idaho]

SO YOU'RE GOING TO HIRE THE MENTALLY RETARDED

So you have decided to hire a mentally retarded worker. Here are a few "Do's" to keep in mind.

And remember: You are gaining not a "retardate" but a human being who happens to be mentally retarded, and who can become your devoted, loyal, hard-working employee.

- DO talk to him on a person-to-person level, as you would do anyone else. Only try to be more specific, more precise and crystal-clear --- as if you were speaking to someone in the upper levels of grade school. Don't "talk down" to him as though he were a small tot. He's not.
- DO speak in concrete terms, not abstractions. If, for example, you want him to put the pail away, show him exactly where "away" is.
- DO demonstrate what you want him to do; don't just tell him.
- DO show him where things are -- time clock, lockers, restroom, cafeteria or lunch area, drinking fountain, supply room --- same as you would for any new employee. Only DO take your time, don't rush, and be sure he understands.
- DO take extra care to explain about working hours, proper clothes on the job, his work station, whom he reports to, what his pay will be, where the bus or streetcar stops. It's doubly important for him to know these six points.
- DO ask a question now and then to make sure he's keeping up with you. "Now show me your work station," or "Where does the bus stop?" or any kind of question that checks his understanding.
- DO introduce him to his fellow employees and supervisors. He may seem a bit withdrawn at first, but he'll warm up once he gets to know the people. He'll warm up faster if he can find one co-worker at first with whom he can feel free and easy; someone to answer questions and listen to problems.
- DO let him know he's one of the work-a-day family. He may learn to mix with others at work, but tend to be by himself after work. After-hours friendships shouldn't be forced; he may be vocationally ready but not quite socially ready.
- DO be ready to give him a guiding hand should new situations and new problems arise which he needs help in coping with.
- DO make note of his on-the-job strong points. When he turns out to be a good employee, pass the word on to other employers that ... IT CAN BE GOOD BUSINESS TO HIRE QUALIFIED MENTALLY RETARDED WORKERS.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

A Study and Demonstration of On-the-Job Training that
can be Provided for Educable Retarded Students Through
The Assistance of the Vocational Rehabilitation
Administration.

This inviestigation was supported, in part, by a selected
demonstration grant, Project Number RD-1761-D-67-C2, from
the Vocational Rehabilitation Administration, Department
of Health, Education, and Welfare, Washington, D.C. 20201

SCHOOL DISTRICT NUMBER TWENTY-FIVE

POCATELLO, IDAHO

January, 1968

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School District Number Twenty-Five



Bannock County, Pocatello, Idaho

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SUPERINTENDENT OF SCHOOLS

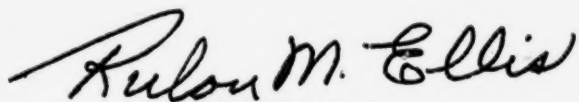
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ERNEST G. HANSEN
BUSINESS MANAGER

Much of the success of this project is due to the ability of the many people involved to approach the various problems with an unprejudiced mind.

The employers, the staff, and parents were willing to work in situations new to them and untried in our area.

The fact that this was a pilot program in the State of Idaho should give great satisfaction to those who participated in "showing the way."



Rulon M. Ellis
Superintendent of Schools

February 1, 1968

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HIGHLIGHTS OF THE PROGRAM

1. We started our students working in the community at the age of 16. Upon reaching the age of 18, most problems normally experienced at this time had already been met and dealt with, thus, enabling a smooth transition into full-time employment.
2. Our students were paid a salary while working in the community. This salary was paid by the employer. Our reason for not having the School District or Vocational Rehabilitation Administration pay the training fee was that we found the students had better supervision and training if the employer was paying the student.
3. Grooming, social habits and manners were the primary reasons for a student being accepted or not being accepted in employment, not their inability to do a job.
4. The students need continuous counseling and constant supervision when first placed on the job. When the student appears capable of doing his work, the employer is expected to do more and more of the criticism and counseling, as he would any employee.
5. A good physical education program that will help develop better coordination, increases the student's ability and helps to create a better self-image.
6. Educating the parents, employers, and community about the abilities of the retarded and exposing the students to those involved had to be accomplished before the program could succeed.
7. By allowing the students to take part in programs with students and key adults from the regular program, we changed the role expectations of the students thus enabling them to gain acceptance and improve their self-concept.
8. It is necessary to employ personnel who have a strong empathy for the student who has handicaps of any nature. Personnel with less dedication will ruin the program.

CHAPTER I

Introduction

Development of Special Classes in the Public Schools

Pocatello has had Special Education classes for the mentally retarded for 17 years, but it has only been within the last four years that the program has developed into a specific educational plan for the retarded student.

Typical of the communities across the United States, the parent groups were the people who convinced the school district of the need for Special Education classes. Starting with one class in 1952 consisting of 11 students, Special Education in Pocatello has expanded into 17 classes providing for the trainable, emotionally disturbed, physically handicapped and educable mentally retarded. Special Education for the mentally retarded didn't get off the ground until 1962 when the children were taken out of an old school building and placed in a new addition built in an elementary school.

At this time, Pocatello became aware of a vocational rehabilitation program in Eugene, Oregon, which would help the students in Special Education in Pocatello. It was apparent that a plain academic program was not suitable for teenage pupils in Special Education. The Eugene, Oregon, plan offered pupils the incentive of a half day on-the-job training program. This proved to be the ingredient which helped make school realistic and profitable for them. The school board members felt that a program similar to the Eugene plan should be established. The Assistant Superintendent of the Pocatello School District wrote up a grant similar to the one in Eugene which was adapted to the needs of Pocatello. The grant was a demonstration of the services that could be offered by the local school district with the combined services of the Vocational Rehabilitation Administration.

As the need developed, classes were opened that would benefit different exceptionalities.

Need of a Cooperative Program Recognized

In 1963, the school system became concerned because of the growing number of students in Special Education who were reaching high school age. Many of the teachers felt there was too much emphasis on academic subjects and not enough on vocational needs. At this time a more advanced shop and home economics class was started. Pupil performance in these classes demonstrated that many of the students had abilities that could be put to use on a job. In order to start a program of this nature, a study and demonstration grant was requested through the Vocational Rehabilitation Administration for a three year period. The grant was written and approved on a yearly basis for a maximum period of three years and with an estimated request for federal money to supplement funds the school district would normally spend to implement the Special Education program. Several factors made this grant possible:

1. School District No. 25 and the Vocational Rehabilitation Administration both recognized the need in training and educating the retarded person before he reached an adult age. In so doing, both agencies were willing to adjust their usual ways of work to engage in a new plan.
2. The personnel needed to start a program of this nature were available in the State and quickly located. Pocatello also had the use of personnel from Special Services and the Department of Education at Idaho State University for adequate testing.
3. The administration of the Pocatello School District recognized the on-the-job training as a fulfillment of the dream of an adequate education for every individual.

Purpose and Project Objectives

Primary Objectives

The major purpose of this study was to develop a program that combined the school training and vocational services to develop a well-rounded worker in the community instead of a chronically dependent individual. We

wanted to demonstrate to the community that the educable mentally retarded high school students, when properly trained and supervised, could benefit from a work experience program that started with very simple tasks and ended with full employment for the student. We demonstrated that the students, if trained and supervised properly, would develop good working habits that would mutually benefit them and the community.

We demonstrated to other communities the value of an on-the-job training program of this nature. The training was available at a minimum cost through the use of public school facilities rather than a vocational school that would be more costly and not as readily accessible to the students who needed this specialized training.

General Objectives

By demonstrating our project, we were asking the people in the community for the understanding and acceptance of retarded persons. As many businessmen and groups as possible were contacted to enable the Job Finder to point out the misconception around the abilities of the retarded. Many of the businessmen said they would interview a student just for the practice of an interview. Because of these interviews, many of the students were hired when the employer saw that the student appeared capable and could be of use to him in his business.

It was felt that we had to have early identification of the retarded so that services could be offered while the student was still in school and so that the Vocational Rehabilitation Administration would become known to the student in the event that services were needed in later life. A continuation of services was desired so the rehabilitation services could be a bridge between the end of the school experience and later life.

Educational Objectives

The curriculum was geared to daily living habits and proper vocational attitudes. We wanted to make our clients as self-sufficient as possible, and we tried to acquaint them with the implications of vocational competency and

CHAPTER II

Methodology

Students Included in the Project

The group involved included those students who had been identified by school personnel, school psychologists, the Health Department, and physicians. All of the students were considered as educable mentally retarded and were assigned to special classes after certification by the State Department of Education. The original group of students included 24 high school students and 28 junior high school students. Because of the project, many new students applied for admittance due to the potential of the new program. Many of the parents who were reluctant to have their children admitted to Special Education classes could now see the value of the program and were anxious to have them admitted. The dropout rate of the Special Education students decreased as possibility of job opportunities increased.

The project psychologist screened secondary students who were referred for psychometric evaluations. These students were in the seventh through the twelfth grades. The screening process identified students who had learning difficulties due to mental retardation and other handicaps. This included:

1. A review of the student's past school experiences (such as, the number of schools attended, grade retentions, teacher's comments concerning abilities and attitudes, the results of special plans and remedial work, etc.)
2. Evaluations of medical and developmental history of the child, as well as a current physical examination showing health factors that could have a bearing on learning and employment.
3. The results of past and current psychometric testing.
4. A review of the social, cultural and psychological factors of the student's family that would affect school performance.

This information was reviewed by school personnel and a decision was reached concerning a recommendation to the parents of the student. If

good living habits.

We used the job training as a demonstration of the practical use of academic, social and vocational skills learned in the classroom. As much as possible, the classroom work was individualized to the work experience of the student to develop skills and attitudes necessary for successful employment, good citizenship, and worthwhile use of leisure time.

the recommendation was for Special Class placement and the parents agreed to this educational plan, then placement in a Special Class setting was made.

Total Number of Students Included

At the start of the project in November, 1964, there were two classrooms of high school age students and there were two classrooms of junior high school age students. All of the classrooms were housed in an elementary school building and all of the students were grouped according to their age. At the start of the school year in September, 1965, the two classes of high school age students were moved into a new junior high school. This was an improvement to help establish better peer relationships. In the fall of 1967, the two senior high school classes were moved into one of the high schools and the two junior high classrooms were placed in the junior high school. With this final transition, the educable mentally retarded students were placed with their peer groups in a natural school setting. At present, there are more students in the program of secondary age than of elementary age.

School and Instructional Aspects of the Program

Guiding Philosophy

Although our students were grouped in Special Education classes for part of their instruction, the students were integrated into some regular school classes if they could perform there successfully. This was done by having the classes housed in a regular high school and junior high and by assigning students to as many subjects in the regular curriculum as they were able to handle. On a selective basis, we found that some of our students could profit from typing, woodshop, homemaking, drivers education, music and art. Participation in school activities, sports, and in clubs

was encouraged to help the student develop social competencies and identify with the entire student body. This identification helped some students change their self-concept and helped them gain acceptance in the high school setting. Vocational training has gained in stature and is as accepted as the academic program. Students varied greatly in their involvement with other student body members outside of Special Education classes and this reflected their individual preferences and social needs.

Each student's course of study was individualized as much as possible. We recognized that each student had different strengths and limitations, learned at a different rate from others and had different deficits in his educational background. We attempted to tailor the school program to take the student from the point where he was and to help him progress at his own rate. We found that many of the retarded children missed out on a great deal of basic learning because of his home environment. Learning deficits and common facts could be brought to his attention and learned when on the job experiences demonstrated a need for them.

To learn the association of work and wages, the employers were asked to pay a 25¢ an hour wage to all starting employees. The employers were not paid for training a student. We found that the employers took a more active part in training a student if they were financially involved. We were able to start the students out at this low wage with the use of a State Learner's Permit (see Appendix A). This enabled the employer to pay the student beneath the minimum wage. Because the students were receiving wages, they were covered by Workmen's Compensation, thereby eliminating the question of insurance coverage on the students. As the students progressed, they were given raises until they reached the minimum wage or union contract wage. There are and will be cases of students, who because of their handicap, will never be able to earn a full competitive wage, however, students of this nature in our project were kept at a wage that was approved by the worker, parents, employer and State Department of Labor.

Special Requirements

We were fortunate to have adequate facilities in all of our schools.

All of our intermediate, pre-vocational, and vocational classrooms had special facilities that included washers, dryers, refrigerators, stoves, sinks and cupboards. This allowed the teacher to simulate a real kitchen setting and enabled her to teach good kitchen practices. The boys also took part in the cooking aspect and enjoyed it. While the boys were in the elementary school, they had their own woodshop that included a rip saw, two jigsaws, two lathes, and a large variety of electric hand tools, and in junior and senior high, the students used their regular shop classes. We also took field trips to various businesses and industries to see the variety of jobs available to them.

Teaching Techniques

All of the class loads were kept at the state required level. The teachers could individualize instruction better for small groups in the afternoon after some of the students left for on-the-job training positions. Integration in the regular classrooms also lowered the number of students in the class at one time. This enabled the teachers to give the needed help to the students who weren't working on the job. The students took an active part in planning activities, problem solving exercises and decision making opportunities. The teachers used examples of the student's jobs and living situations and they learned how students were applying or not applying what was taught. The students were treated as if they were adults and were expected to act as such. This was very encouraging to the students because they were used to being treated as children with limited abilities and not much had been expected of them. Discussion of jobs, family budgeting, driving a car, insurance, taxes, installment buying, selection of clothing, proper behavior and the many problems of life were all pertinent and realistic lessons.

Our teachers established a situation in their classrooms where learning could occur and where the student was freed from tensions that had inhibited

learning in other situations. Students identified with the need for order, not because it was imposed on them but because it was a condition for furthering class activities. Class unity was good because the students had been together for a number of years and were aware of the individual's capabilities and short-comings. Each student seemed to have one area in which he excelled and the students encouraged each other to do the best in their area.

Through feed-back from the teachers and employers, the student's self-concepts were strengthened by experiences with successful performances; teachers were skillful in helping students recognize greater competence and mature functioning. The student-teacher relationship frequently had depth and meaning because students were included in evaluations of their behavior in school and on the job. This enabled communications to be opened in the areas of social development, grooming, acceptable behavior, student motivations and life goals, as well as the usual evaluation of the student's progress in acquiring academic skills.

The High School Course of Study

The students met together the first period of every morning. Normally the first period was used for the students to meet with their teachers to cover the material assigned to them from their outside classes. The Vocational Counselor would meet with the students at this time to discuss any work experience problems or other problems that the students had encountered. All the students were enrolled in physical education classes and did quite well in them. Drivers education was also taught in the summer by the Vocational Guidance Counselor. The students were given a license, if upon completion of the course, the students could pass the state driving examination.

We were fortunate to have grant money for curriculum development purposes. During the summer of 1964, a rough draft was drawn up for a curriculum guide. In the following two years the teachers added to the

guide and noted areas to be revised. The teachers met once a month and discussed the guide and made additions or corrections to this. In the summer of 1967, the final draft of the curriculum guide was developed and published. All classes sponsored by the Vocational Rehabilitation Service were given copies of this guide. Thus far, it is the only one developed in the State of Idaho.

Junior High School Course of Study

Two classrooms were constructed in the new junior high school for the use of Special Education. These were designed by the teachers using them to provide for cooking, office practice and usual classroom activities. The junior high housed the prevocational students. The boys and girls were integrated into the regular classrooms whenever possible in the areas of music, art, shop, band and homemaking. The in-school or pre-vocational work experience program trained the students in areas of janitorial duties, office helpers, cafeteria work and movie projector operators for the teachers. The age levels in the classroom were from 13 to 16. The students were at many different stages of emotional and intellectual development. The subject matter at the junior high school level was much the same as in the high school but there was more emphasis on direct academic instruction, room projects and activities. The students also took more care in their grooming and cleanliness and learned the acceptable behavior of their age group. The foremost objective of the entire program was to make successful employment necessary.

Work Experience Aspects of the Program

Each student was placed on an in-school job to evaluate his readiness for work. No salary was given, however, the students that worked in the cafeteria were given free lunches. We found that if the students were able to accept the job responsibilities offered, they were usually capable

of succeeding in a job placement in the community.

Once the student had been evaluated and it was felt he was capable of doing productive work in the work-experience program, the student was placed on a job of his choice if possible. Some of the students moved from job to job and others stayed on the same job the entire time. When the project was first started, the students were not paid a salary; but, interestingly enough, many of the employers felt the students should receive some pay. We found that the student's work incentive was greatly enhanced when he started receiving a wage. Accordingly, we asked the employer to pay them 25¢ per hour after one week of employment. For the first week, the students were not paid any salary whatsoever. At the present time, the students are starting their jobs at 50¢ per hour.

We found that many of our students were unable to handle the money they earned and often times would give it away to their friends. This is one of the major reasons for starting the salary so low. Once the students received a salary, they had to account for all the money they made, where it was spent, how much was saved and how much was left. All of the students were asked to open a savings account in a bank. At this time some of the students have saved over \$600.00. Others have purchased cars and paid for them. The employers were paying the wages to the students; and, in so doing, they were more critical in their training program. Therefore, they would either encourage the student to continue in-training or advise us that the student could not fulfill the job. In order to have a successful work experience program, we tried to match the student to the job by identifying the proper placement goals, providing adequate supervision and evaluating the student on the job and in school.

At the writing of this grant, we are trying to develop a diploma or certificate of completion. We feel that Special Education students are deserving of recognition when they attain job placement.

Personnel Used to Implement the Program

Responsibilities Assigned and Job Description

Special Education Teachers:

1. Direct classroom instruction.
2. Develop individualized curriculum for each student.
3. Evaluate student's performances and report to parents on student's progress through parent-teacher conferences as needed.
4. Maintain attendance records.
5. Relate work experience to classroom work.
6. Confer with counselor regarding the attitude of the student's school performance.

Vocational Counselor and Job Finder:

1. Locate areas of potential employment.
2. Contact prospective employers regarding placement of students.
3. Be a liaison between program, labor union, Bureau of Labor, civic groups, etc.
4. Counsel and evaluate students for jobs.

During the first year and one-half of operation, we had two people help with the initial organization and implementation of the program--A Job Finder-Training Officer and a Vocational Rehabilitation counselor. Both men had previous experience with mentally retarded students. During the second year, the Vocational Rehabilitation counselor was reassigned to another position in the Vocational Rehabilitation administration. We felt at this time, and has proved true since, that one person can adequately perform both duties. This resulted in an economy of operation of the program.

Staff Coordination and Communication

A staffing was held every two weeks on the students. With proper understanding of a student, a united effort was made to help him and to prepare him for job placement. Usually teachers were most active in school related problems and the Vocational Counselor in work adjustment problems. The Special Education students were under the jurisdiction of building principals as were other students.

CHAPTER III

Discussion and Implication of Results

Operation of the Work Experience Program

As we have stated before, all of the students worked in the schools before going out on a job in the community. When the students reached the age of ninth grade students, a position in the school was made available for one to two hours of each school day. Students continued in this level of work until they reached the age of 16.

Upon reaching the age of 16, the students were placed in the community and worked from three to four hours a day. Also in-school assignments were given to upper level students transferred into our program and whose work skills needed to be evaluated. There were no salaries for these jobs other than those that worked in the cafeteria and received a free lunch. We found that the relationship between the Special Education Department and the regular school staff was greatly enhanced when our students assisted the teachers with the audio-visual aids department. The girls who worked in the office became acquainted with other students and formed good friendships. A few of the boys were able to demonstrate their athletic abilities by assisting the physical education teachers. Many of the faculty were surprised at the abilities of the students in the performance areas, again reflecting the effectiveness of a program of feed-back to the students.

Through the school work experience program, we found that Special Education students attained a greater integration with the entire school. Other students observed our trainees doing meaningful, useful work in a capable fashion and they gained a measure of respect. The in-school placements gave students practice in self-evaluation as they grew in their abilities to accept criticism and to work towards specific goals and better functioning.

Selections of placements were made by the teacher with the following goals:

1. Development of good work habits.
2. Realistic self-evaluation of the students.
3. Improvement of inter-personal relationships.
4. Growth of self-confidence and maturity.

We found in-school placements in the following areas:

1. Office aid.
2. Physical education assistant.
3. Library helper.
4. Auditorium clean-up.
5. Audio-visual aids.
6. Custodian helper.
7. Kitchen helper.
8. Grounds-keeper.

Vocational-work Experience Program in the Community

Gaining Community Acceptance

The major problem at the start of the project was in educating the community about mental retardation and the capabilities of the retarded. The staff appeared on radio, television and talked to many civic and professional groups. We found that our program gained some acceptance through word-of-mouth contacts between employers as they discussed their experiences with individual students. The major break-through came when the city commission asked the staff to speak at a commission meeting after the Job Finder had talked to them about employing some of the retarded students. The staff decided that instead of doing all the talking themselves, that two students should be taken along to help talk to the commissioners. The students demonstrated some of their projects that they had made in the shop class and home economics class. They also talked about their projects and were questioned by the commissioners concerning their employment goals. At

the completion of the meeting, the commissioners all expressed their amazement of the capabilities of the students and they felt they could use the students for city jobs and also in jobs in the community with their friends and with their own businesses.

Locating Productive Training Positions

In deciding the specific type of job the students could use in the community, we started with the needs of a specific student for a certain type of work experience. Each student was given three choices of jobs. Also he was given the Kuder Preference Test. This test was not too reliable with our students but in a few cases, a student took a job that was indicated on this test. Once the desired job field was established, the program became more of matching a student to a job that he could perform successfully. The Job Finder would then locate a potential job.

The Job Finder developed leads in locating prospective employers and he maintained a manual on the possibilities. His job was made easier by the use of pictures of students working at their jobs in the community. Once the employers saw the diversity of jobs that the students were doing, their interest developed. The Job Finder found that it was easier to talk to prospective employers about one specific student, more so than talking about all of the students at once. If a firm decided to take a student, an interview was scheduled in which the employer met and interviewed the student. Many times two or three students were sent on the interview just for the student's experience. Before a student was hired for a specific job, the Vocational Counselor met with the potential employer and discussed with him the training report (See Appendix B). He informed the employer that if any problems arose that the Counselor was to be the one to contact and not the parents. We found that if the counselor was contacted when problems came about concerning the parents or the employer, it was better to have the counselor find out what the specific problem was and then discuss it with the employer, the student and then the parents.

The School District - Employer Agreements

In order to avoid confusion and to insure agreement of each others role, we found it helpful to formalize our understandings with the employers. In actual practice, certain responsibilities were assumed by project staff, and by employers.

Responsibilities of project, staff, and school district:

1. To give the employer an honest evaluation of the student including his level of achievement, possible problems anticipated and the level the student was working on. Review the placement goals and the area of growth that needs to be encouraged.
2. Continued supervision of placement to determine suitability of placement, solve problems that arose, determine when training goals have been reached, being available to employers when problems arise and questions concerning the student.

Responsibilities of the employers:

1. To see that each student referred would fit into job situation.
2. Be willing to consult with school personnel concerning student's performance and problem areas.
3. Give the student a realistic work situation and not any special consideration except that usually given a new employee.
4. Supervise the student's work and teach him the job.
5. Evaluate the student, given an honest appraisal of his efforts and fire the student if his behavior warrants this action.

Special Placement Considerations

When the school district started the program, there was little known concerning labor laws, insurance coverage, labor union policies, etc. The major need for the program was a Handicapped Workers Permit which allowed the employer to pay below the minimum wage (See Appendix A).

The students were then covered by industrial insurance from the time they were employed with a salary.

At the beginning of the project, our students received no salary. After a few months they worked into a 25¢ an hour wage and gradually into the minimum wage. The employers were not paid by the school district or Vocational Rehabilitation to train the student. We found that the students had problems handling their money once they started working for a salary. With the recognition of the problem, the students were required to set up a budget and account for all the money they earned.

The students rode the city bus lines at the beginning of the project, however, after the first year the city bus lines went out of business and the students were required to get home on their own. In 1967, the Vocational Rehabilitation students were moved from the junior high school to the high school. This being in the business area, there was no further need for bussing the students to their jobs and they worked out their own transportation. Student travel to and from job was discussed with the parents on their initial interview with the project staff.

General Considerations

All parents of the students involved in the project were interviewed by the Vocational Guidance Counselor and Job Finder. The project staff filled out the same forms that the regular department of Vocational Rehabilitation staff used. This was to inform the parents that their child was eligible for Vocational Rehabilitation services after they left school. The parents were interviewed and received an interpretation of the school program as it applied to their child. The parents were informed to contact the school personnel on any problems that arose or questions that came about. The parents were also asked to sign forms giving their consent for the student to work in the program (See Appendix D, E, F, and G).

The Community and School Setting of the Project

We are including in our report a brief description of the community and school setting of the project to give the reader the pertinent facts to aid in understanding the type of community and school district which was involved.

Regional Characteristics

Pocatello, Idaho, with a population of approximately 40,000 is the county seat of Bannock County which has a population of approximately 55,000. Also it is the second largest city in Idaho. Hence, it is a heavily populated area considering Idaho's physical size and sparse population. The major industries in Pocatello are the Union Pacific Railroad, Simplots Fertilizer Plants and Food Machinery Corporation, a phosphate processing plant. Because of its location on the border between the mountains and the Snake River plains, it is a natural transportation center for East-West and North-South traffic. It derives its nickname, "The Gate City," from this geographical fact. Industries center around transportation such as the Garrett Freight Lines, Consolidated Freightways, PIE Trucking Company, and the Union Pacific Railroad, having made their western headquarters here.

Pocatello is surrounded by mountains and forests. There is much skiing, golfing, fishing and hunting available in the immediate area. The important agricultural products in this area are mainly potatoes, wheat, sugar beets and beans. Also cattle and sheep are raised locally in the immediate area. Thousands of acres of rich agricultural lands are still being reclaimed from the surrounding sagebrush plains by tapping the underground water supplies with deep water wells and the use of irrigation sprinkling systems. One of the main crops is the famous "Idaho Potato."

Another major factor in the economy and culture of this region is the presence of Idaho State University which is one of the growing education institutions of the west.

CHAPTER IV

SUMMARY

Significant Findings

Pocatello's project differed from all the other work-experience projects in the area in that our students started their work in the community at the age of 16 instead of waiting until their senior year in school. We found that we could deal with problems that would arise in the early stage of their development and by the time the student reached the age of 18 or 19, he was more qualified to work and most of his major problems had been identified and dealt with, thus enabling the student to gain the confidence he needed before he went into the world of work.

Another difference in our program was that students worked for a salary and we found that they were more enthusiastic about their jobs when they started receiving a salary. It was found to be very helpful to have the students budget their money and account for all they had spent. Much of the mathematics in the classroom was based on the money the students had earned on their jobs. We also worked with other expenditures that the student would have to realize such as social security, retirement, health insurance and items that were normally deducted from a check.

The students were taught how to handle their money, how to prepare themselves for work, how to work on the job and how to socialize with other people. However, we found it hard to teach them how to take care of themselves for future living. We can teach them how to cook and how to maintain a room in a classroom but it is hard to apply it in their home. Many of them then return to a filthy home or a home in which they are given no duties and everyone takes care of everything for the student. We feel that the program lacks somewhat by not having residential living quarters. As we are writing up this final draft, we are looking into the idea of having residential living quarters for the mentally retarded so that we can attempt total rehabilitation, thus enabling the student to go out in the

community, rent an apartment and care for the apartment as well as caring for himself. Hence, he can wash his own clothes, iron his own clothes, cook his own food and completely maintain himself. We found that this isn't just a problem in the poorer homes but also in the wealthy homes because many of the parents will do everything for the child rather than letting them do it for themselves. The parents feel they can take care of the student until he is older or that they will take care of him for the rest of their lives. The problem being, after the parent dies, who is going to care for the student. We have found that they are easily taught at a younger age how to take care of themselves and will retain it, whereas, if you try to teach this to an older person, it is very difficult.

Another significant point was we found that all of our students placed on jobs were capable of doing the job. If they failed, it was because they were not accepted socially or because of poor grooming. The needs of Special Education students are a lot more demanding than the normal student. Also the parents and the employers need counseling.

Another important factor was the use of a good physical education program in every grade level. There seems to be an increasing interest on the part of the student in physical education. Student involvement in physical education results in release of **energy**, the development of poise and grace, the use of leisure time, social adjustment, prestige and self-confidence. A physical education program is a vital and necessary part of an adequate Special Education program.

Summary of Educational Findings

A strong Special Education program includes a planned curriculum that covers the total life experience of the student:

1. His coordinator from the primary year level through high school expresses the needs of the individual students.
2. Diagnostic information about the total child and an analysis of community work experience which can be used to develop individualized programs for maximum student growth.

3. There was a wide range of abilities and aptitudes among students in every class level.
4. Classroom management should include a high degree of student participation in active involvement. The subject matter should have practical application and it should be of high interest to the student.
5. The IQ score by itself was found to be inadequate as an indicator of job capabilities. We found more reliability in the performance area of the psychological examination than in the verbal and overall IQ score.

Vocational Rehabilitation Findings

1. Retarded students have good work potentials and most of them can learn to be competitive workers if they have the right job, have gained the needed social adjustment and sufficient maturity.
2. Retarded students must be introduced to the world of work since skills and knowledge are not learned by accident.
3. Work experiences need to be planned on a basis that includes increased student responsibility and independent action.
4. Selective placements are successful if the student and the job are matched. The student's own interests are considered.
5. Supervision is the key to successful placement. Good supervision involves visits to the job that are timed according to the needs of the student, training goals that are known to the student, the employer and family, and evaluations that are done by participation of the employer, student and the teacher.

CONCLUSIONS Drawn from the Project Program

1. A coordinated program can be developed in the public school system. A combination of professional skills are needed to adequately serve each child and his parents.
2. The work experience program is the only valid educational approach. The strengths of the student are used. The students are taught in a way that they can learn and retain the practical knowledge and skills to which they are exposed.
3. The idea of using the school and the community businesses for training can take place without a special training establishment in that the plan uses what the community commonly has available.

4. Retarded students change, grow and improve in behavior.
5. Retarded students can do a variety of jobs.
6. The student's exposure to the program increases their ease in getting and holding employment that is at least semi-skilled.
7. Students are motivated by the work experience program. They want to be independent and build a good life for themselves and their families.
8. Individualized programs can be developed based on knowledge of the total child.
9. To be effective, the program requires the cooperation of all agencies, state and local Vocational Rehabilitation services, the school district and all the others involved in community services.
10. Home-school-community relationships can be strengthened by conferring with a School Social Services worker. At this time, one is employed by the Pocatello School District for the first time and he has suggested valuable ways to involve other social agencies in the community and to strengthen home relationships.

RECOMMENDATIONS:

At the termination of the grant, the cooperative relationship between the Department of Vocational Rehabilitation and the Pocatello School District No. 25 be continued on a permanent basis through the Idaho Office of Vocational Rehabilitation. The lines of responsibility following those developed during the project period and formalized through a written agreement between the three agencies, Idaho State Department of Education, Vocational Rehabilitation Services, and Pocatello School District No. 25, were used.

Every effort should be made to circulate information about the cooperative plan to other school districts in Idaho, in the event that they would like to consider a similar plan. The knowledge that we have gained during the three-year period will be available to other districts so that they can use what will apply in their situations and modify the working plan to suit their local conditions.

We believe that our project demonstrated that it was productive to give vocational rehabilitation services to retarded persons while they were

still young and in their adolescent years. Our students showed that exposure to a work-experience program could lead to increased employability and independent functioning. The social problem of an economically unproductive retarded adult is preventable.

APPENDICES A -- G

Forms Used on Project

Appendix A

IDAHO STATE DEPARTMENT OF LABOR

APPLICATION FOR SPECIAL HANDICAPPED WORKER PERMIT

Employer	Address of Firm
Type of Business	Number of employees
Average Wages Paid	Number of days a week
Handicapped Worker's Name	Handicapped Worker's Address
Date of birth	Type of work (Position)
Handicap	
Proposed Wage	From: _____ to: _____ DATES

Statement of Handicapped Worker:

I, _____, a person whose earning capacity for such position is represented in the application to be impaired by age, physical or mental deficiency or injury, am willing to work for the above named employer at the rate of \$ _____ per _____.

Signature of Handicapped Worker

Appendix B

VOCATIONAL REHABILITATION DEMONSTRATION PROJECT

EMPLOYMENT TRAINING REPORT

1. Name of student _____
2. Name of business giving training _____
3. Address _____
4. Job activity of student _____
5. Date training began _____ period covered by report _____
6. Time lost because of illness, etc. (Give number of days and cause of absence _____)
7. Please answer with yes, no, or with comments:
Accurate _____
Careful _____
Willing _____
Attendance, regular _____
Interested _____
Congenial _____
Satisfied _____
8. If trainee has begun to earn wage or has had wages raised, give amount now received _____ per hour _____
9. Personal appearance _____
10. Does the student give evidence of learning this kind of work? _____
11. What do you like about him most? _____
12. What are his special weaknesses? _____
13. How can school help student become a better employee? _____
14. Would you consider this student for full time placement? _____
15. Remarks on progress _____

(Signature of person making report)

(Date)

(Position held)

Appendix C

POCATELLO SCHOOL DISTRICT #25

PARENT'S APPROVAL FOR PUPIL ENROLLMENT IN WORK EXPERIENCE PROGRAM

I hereby give my consent for _____
Name of Pupil

Street Address Telephone

who attends _____

to enroll in the part-time work experience course. I agree that the above named pupil may participate in the out-of-school job assignments made as part of the training program.

I will cooperate by keeping him/her on the schedule that is established. I understand that pertinent medical, social and educational information may be made available to professional people who are providing work evaluation or who are attempting to help my child secure gainful employment.

I will contact the Vocational Rehabilitation Counselor, not the employer, on matters pertaining to the job and all complaints will be handled by the Vocational Rehabilitation Counselor.

In case of absence from the job, we will contact employer and Vocational Rehabilitation Counselor as early as possible.

The employer will take all the necessary precautions with _____

_____ in seeing that he is being trained safely.
The employer will provide Workmen's Compensation coverage.

The out-of-school work experience assignment is at _____

Student

Parent or Guardian

Date

Appendix D

POCATELLO SCHOOL DISTRICT #25

PARENT'S APPROVAL FOR PUPIL ENROLLMENT IN THE IN-SCHOOL WORK EXPERIENCE PROGRAM

I hereby give my consent for _____
Pupil's Name

Street Address Telephone

Who attends _____ School

To enroll in the part-time work experience course during the current school year.
I agree that the above-named pupil may participate in the school job assignments
made as part of the training program.

I will co-operate by keeping him/her on the schedule that is established.

I will contact the Vocational Rehabilitation Counselor, not the school employer,
on matters pertaining to the job and all complaints will be handled by the
Vocational Rehabilitation Counselor.

The in-school work experience assignment is in the _____

(Fill in if appropriate)

Parent or Guardian

Date

Appendix E

AUDIO-VISUAL-AIDE EVALUATION

Name of Aide _____ Date _____

Teacher _____

1. Was the student properly groomed?

Yes _____ No _____

2. Did the student set up the machine quietly?

Yes _____ No _____

3. Did the machine work properly after it was set up?

Yes _____ No _____

If there was any trouble, did the student know how to fix it?

Yes _____ No _____

4. Was the student polite?

Yes _____ No _____

5. Would you use this student again?

Yes _____ No _____

6. Additional comments or recommendations that would help the student?

Appendix F

VOCATIONAL REHABILITATION PROJECT

We, the parents of _____

give our permission to the Vocational Rehabilitation Project staff

to photograph the above-mentioned student in the work experience

program that the student is taking part in. We will allow the

photographs to be shown when discussing the project to groups or

individuals.

SIGNED _____

DATE _____

Appendix G

CONSENT TO RELEASE OF INFORMATION

I hereby consent to the release of information concerning _____

from hospitals, physicians, clinics, schools, and other agencies;
and to the release of information obtained in the current psycho-
logical evaluation to those agencies. I understand that the infor-
mation thus obtained will be treated in a confidential manner.

Name

Address

City, State

Relationship to person examined

Date

ACTIVATION OF VOCATIONAL REHABILITATION PLAN
IN SPECIAL EDUCATION
November 1, 1964

1. Read and become familiar with successful Vocational Rehabilitation plans:

Eugene, Oregon
Vancouver, B. C.
State Department - Oklahoma
Oakland, California
Lansing, Michigan
Berkeley, California
Vancouver, Canada
Hayward, California

2. Gain additional background reading in such bulletins as:

Preparation of Mentally Retarded Youth for Gainful Employment
U. S. Dept. of Health, Education, and Welfare

Vocational Rehabilitation of the Mentally Retarded
U. S. Dept. of Health, Education, and Welfare

The Mentally Retarded and their Vocational Rehabilitation
National Assoc. for Retarded Children, Inc.

3. Develop community awareness, support and participation in this demonstration grant project.

Prepare a definite plan to attain this goal.

Set up a time table.

4. Establish a lead-up program for Special Education pupils who are not ready or old enough to be placed on jobs in the community.
5. Interview all prospective pupils to be placed on jobs to determine their interests.
6. Hold conferences with parents before placement.
7. Establish legal procedure, etc.
8. Give special consideration to older pupils.
9. Review curriculum materials to promote occupational training.
10. Help orient pupils by interviews, filling application forms, etc.
11. Develop in minds of pupils expectations of employers.

12. Take pupils to different places to see where their interests lie. Keep anecdotal records of pupil reactions.
13. Become thoroughly familiar with terms of grant.
14. Set up office routine.
15. Set up bookkeeping procedures.
16. Survey Progress Report expectations.
17. Know expectations of Continuation Grants.
18. Coordinate with local and state Vocational Rehabilitation officers.
19. Make necessary arrangements with Employment Security Agency, labor unions, etc.
20. Keep daily diaries of activities.
21. Review with Project Director necessary purchases. Keep books with aid of secretary.
22. Study test results, cumulative folders.
23. Consult School Psychologist.
24. Recommend necessary physical, psychological examinations.

READING MATERIALS USED

1. Sullivan Reading Program; Behavioral Research Laboratories, Box 577, Palo Alto, California 94302.
2. Stanwix House, Inc., 3020 Chartier Avenue, Pittsburgh, Pa. 15204.
3. Pacemaker Story Books, Fearon Publishers, 216 Park Blvd., Palo Alto, California 94306.
4. Cowboy Sam Series, Benefic Press, Beckley Cardy Co., 1900 N. Narraganset, Chicago, Illinois 60639.
5. Readers Digest Skill Builders, Reader's Digest Service, Inc., Pleasantville, N.Y.
6. Mixie The Pixie Series, S.E.M.D.C. 2020 "R" Street Northwest, Washington, D.C. 20009.
7. Jim Forrest Series, Harr Wagner, 609 Mission, San Francisco, California.
8. Dan Frontier Series, Benefic Press, Beckley Cardy, 1900 N. Narraganset, Chicago, Illinois 60639.
9. Keyboard Town Story, R.W. Parkinson and Associates, 704 Mumford Drive, Urbana, Illinois 61801.
10. Reading Readiness Program For the M.R., Primary Level, R. W. Parkinson and Associates, 704 Mumford Drive, Urbana, Illinois 61801.
11. Kindergarten Evaluation of Learning Potential Program, Webster Division, McGraw-Hill Book Co., Manchester Road, Manchester, Mo., 63011.
12. Rochester Occupational Reading Series, Science Research Associates. Inc., 259 E. Erie Street, Chicago 11, Illinois

Language Arts

13. Word-ly Wise, Workbooks, J. Weston, Walch Pub. Co., Box 1075, Portland, Maine 04104.
14. Today's Words, Workbook, J. Weston, Walch Pub. Co., Box 1075, Portland, Maine 04104.
15. English We Need, Frank E. Richards Pub., Phoenix, N.Y.
16. Most Used Words For Spelling, Fern Tripp, 2035 East Sierra Way, Denaiba, California, Sentinel Printing and Publishing Co., Denuba, California
17. Keys To Good Language, Book 4 Workbook, The Economy Co.
18. Communications, J. Weston Walch Pub. Co., Box 1075, Portland, Maine 04104.

Arithmetic

19. Money Makes Sense, Fearon Pub., 2165 Park Blvd., Palo Alto, California 94306.
20. Using Dollars and Sense, Fearon Pub., 2165 Park Blvd., Palo Alto, California 94306.
21. Reading For Numbers, John C. Winston Co., 383 Madison Ave., New York, 10017.
22. Using Numbers, John C. Winston Co., 383 Madison Ave., New York, N.Y. 10017.
23. Looking at Numbers, Holt, Rinehart and Winston Co., 383 Madison Ave., New York, N.Y. 10017.
24. Happy Way To Numbers, Holt, Rinehart and Winston Co., 383 Madison Ave., New York, N.Y. 10017.
25. Number Time Book 1 and 2, Harr Wagner Pub., 609 Mission, San Francisco, California.

26. Understanding Arithmetic, Primer to Book 5, Laidlaw Pub., Co.
27. Making Sure of Arithmetic, Books 1-4, Silver Burdett Co.
28. Easy Steps to Understanding, Primer to Book 2, Laidlaw Brothers.
29. Mathematics For Employment, Book 4, Target Series, Mafax Associates, Inc., Box 519, Johnstown, Pa., 15907.
30. Mathematics For Citizenship, Book 5, Target Series, Mafax Associates, Inc., Box 519, Johnstown, Pa., 15907.
31. Mathematics For Family Living, Book 6, Target Series, Mafax Associates, Inc., Box 519, Johnstown, Pa., 15907.
32. Useful Arithmetic, Frank Richards Co., Phoenix, N.Y.

Social Studies

33. Getting A Job, Fearon Pub., 2165 Park Blvd., Palo Alto, California 94306.
34. Plans For Living Your Guide To Health and Safety, Fearon Pub., 2165 Park Blvd., Palo Alto, California 94306.
35. To Be A Good American, Books 1-4, Fearon Pub., 2165 Park Blvd., Palo Alto, California 94306.
36. You and Your World, Fearon Pub., 2165 Park Blvd., Palo Alto, California 94306.
37. Teen-agers Prepare For Work, Workbook, Esther O. Carson, 18623 Lake Chabot Road, Castro Valley, California.
38. On The Job, Frank E. Richards Pub.,, Phoenix, New York.
39. I Want A Driver's License, Fern Tripp, 2035 E. Sierra Way, Denuba, California.
40. Your Family and Your Job, Noble and Noble Pub., 750 Third Ave., New York, N.Y. 10017.
41. The Happy Housekeepers Workbook, Frank E. Richards Pub. Co., Phoenix, New York.
42. Finding Ourselves Workbook, Frank E. Richards Pub. Co., Phoenix, New York.
43. Getting Ready For Pay Day, Workbooks Part 1-3, Frank E. Richards Pub. Co., Phoenix, N.Y.
44. Safe and Sound, Workbooks, Gary D. Lawson Pub., 9488 Sara St., Elk Grove, California.
45. Better Living Workbook, Gary D. Lawson Pub., 9488 Sara St., Elk Grove, California.
46. Every Day Business, Workbook, Gary D. Lawson Pub., 9488 Sara St., Elk Grove, California.
47. Newspaper Reading, Gary D. Lawson Pub., 9488 Sara St., Elk Grove, Calif.
48. Steps In Home Living, Charles A. Bennett Co., Inc., Peoria, Illinois.
49. Young Living, Charles A. Bennett Co., Inc., Peoria, Illinois.

STATUS OF STUDENTS WHO LEFT FOR FULL-TIME WORK

<u>Sex</u>	<u>Employment Status</u>	<u>Salary</u>
male	Drives delivery truck	\$200 per month
male	Car Washer	\$240 per month
male	Dish Washer	\$210 per month
female	Housewife	
female	Housewife	
male	Laborer	\$340 per month
male	Service station attendant	\$240 per month
female	Kitchen helper(part time)	\$ 75 per month
female	Nursing home cleaning lady	\$200 per month
female	Nurses aide	\$200 per month
female	Sheltered Workshop	\$ 75 per month
male	Unemployed	
male	Construction Laborer	\$300 per month
female	Housewife	
male	Stock clerk & janitor	\$100 per month
female	Motel unit - cleaning	\$125 per month

STATUS OF STUDENTS WHO DROPPED OUT
OR SUSPENDED

SEX	DROPOUT	SUSPENDED	EMPLOYMENT STATUS & SALARY
male		X	Awaiting jail sentence
female	X		Unemployed
male		X	Unknown
male	X		Unemployed
female	X		Babysitting(family)
male		X	Tried-left Job Corps two times
female	X		Babysitting(family)
male	X		Railroad Laborer \$400 per month
male	X		Married(Public Assistance Forest Service \$216 per month)
male	X		Farm Laborers Truck Drivers \$160 per month

COMMUNITY PLACEMENTS - 1964-1965 (First Year)

POSITION	MALE	FEMALE
City Water Meter Repair	1	
Car Wash	1	
Nurses Aide		4
Green House Worker	1	
Furniture Store (warehouse)	1	
Upholsterer	1	
Used Car Renovator	2	
Floral Arranger		1

TOTAL PLACEMENTS 12

FULL TIME EMPLOYEES 3

COMMUNITY PLACEMENT - 1965-1966 (Second Year)

POSITION	MALE	FEMALE
City Water Meter Repair	1	
Nurses Aide		3
Used Car Renovator	1	
Stock Clerk	1	
Dry Cleaning, Presser	2	
Egg Farm Worker	1	
Greenhouse Worker	1	
Upholsterer	1	
Car Wash	1	
Appliance Delivery	1	
Child Care Attendant		1
Western Union Telegram	1	
Sheltered Workshop	1	1
File Clerk (insurance company)		1

TOTAL PLACEMENTS 18

FULL TIME EMPLOYEES 7

COMMUNITY PLACEMENTS - 1966-1967 (final year)

POSITION	MALE	FEMALE
Car Wash	1	
Appliance Delivery	1	
Forest Service	1	
Laundry Worker	1	
Dry Cleaning, Presser	1	
Nurses Aide		2
Hospital (central supply)		1
File Clerk (insurance company)		1
Bag Boy and Stock Clerk	1	
Dishwasher	3	
Gas Station Attendant	1	
Janitor	2	
Child Care Attendant		1
Carpenter's Helper	1	
Farm Truck Driver	1	

TOTAL PLACEMENTS 19

FULL TIME EMPLOYEES 9

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